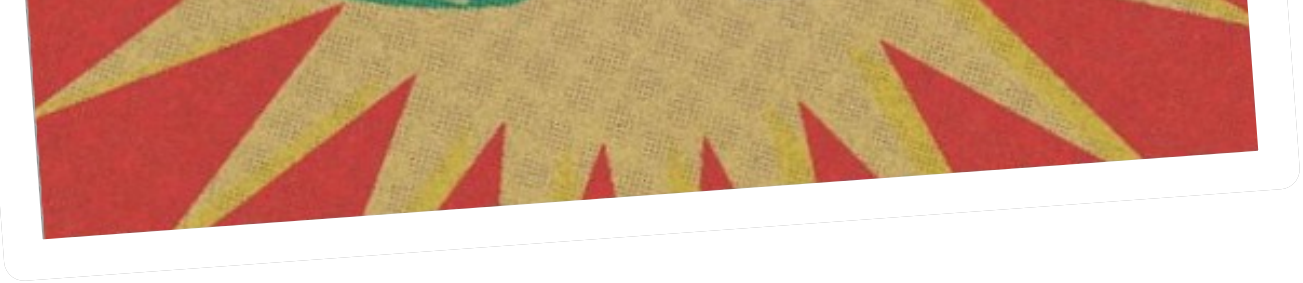
Power and Conflict Poetry



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Model Answer

How is the reality of conflict shown in Bayonet Charge and one other poem?

Both Ted Hughes and Wilfred Owen show the reality of conflict as frightening and dangerous, rather than heroic like it is often portrayed. Both Exposure and Bayonet Charge show the horror of war through the soldier's pain, feelings of regret and the vivid imagery used by setting the poem in medias res.

Ted Hughes, inspired by his two years spent in the RAF before going to university, shows the reality of conflict as terrifying and confusing through the adverb "suddenly", creating an abrupt beginning to the poem and suggesting that the soldier is confused and vulnerable. The metaphor "awoke" suggests that the war seems like a nightmare and he is only just realising that what is happening is real, and he is waking up to the brutality and reality of war. On top of this, the repetition of the adjective "raw" emphasises how painful and uncomfortable war is for the solider, while also suggesting inexperience and implying that he is in over his head. The use of the possessive pronoun "he", keeping the soldier anonymous, shows the reality of war by suggesting that he is a universal figure and that this situation and fear could apply to any soldier in any conflict.

Much like Hughes, Wilfred Owen also shows war as painful through the use of bleak imagery describing the weather. This is shown in the personification "in the merciless iced east winds that knives us..." which suggests that in war everything is against them, even nature which is usually quite a placid force, but in war it becomes violent and is almost attacking the soldiers. The violent verb "knives" is sharp and brutal, emphasising how unrelenting and damaging the weather is, highlighting the reality of war – it is not heroic but torturous. Additionally, the quote "mad gusts" personifies the weather as angry, showing how everything around the soldiers is raging and dangerous, once again suggesting that not only are they fighting the other soldiers but also the elements, surprising the reader as this is unexpected, as the weather is described by Owen as having more of an impact than the actual conflict. Owen, who wrote Exposure in the trenches during World War One, also makes his poem feel like it could apply to any soldier by writing in the present tense and using the first person plural to create a collective voice, showing how the negative experience was shared by all the soldiers across war.

Not only does Hughes show the actual war as confusing, he also presents the reality of conflict as confusing through the soldier questioning why he is there and challenging patriotism by emphasising the terror he feels. Hughes, whose father's experiences fighting in Gallipoli may have influenced Bayonet Charge, uses the caesura "in bewilderment then he almost stopped-" to pause the action and focus the reader on the soldier's panic and disorientation as to why he's there, using the adverb "almost" to show how even at the hardest times, the reality of conflict is that it never stops and the soldier seems insignificant, creating sympathy for the soldier as it shows how little control he has and how much suffering war can cause. The use of the list "king, honour, human dignity, etcetera" challenges the patriotism associated with war as these are typically the reasons why people are persuaded to go to war, but this is undermined by the adverb "etcetera" which indicates that the list continues similarly but is too tedious to complete in full, suggesting to the reader that when you're in the battlefield none of that really matters. This is supported by the simile "dropped like luxuries", showing how the soldier has been reduced to a basic level and has to fight out of desperation, with "luxuries" implying that the things previously listed become irrelevant in war and all morals are lost.

Wilfred Owen uses an ABBAC rhyme scheme to structure Exposure, however includes lots of pararhyme to show how unnatural war is and to represent how conflict is broken, irregular and unpredictable, leaving the reader feeling unsettled and on edge. He also shows the reality of conflict as painful and dangerous, rather than portraying it as honourable as the reader might expect. The simile "like twitching agonies of men among its brambles" shows the trauma of war as the branches in the wind look like soldiers in pain, with the abstract noun "agonies" suggesting that war causes the purest form of pain and is inescapable and can be found everywhere. On top of this, the assonance of the "oh" sound in the quote

"slowly our ghosts drag home" suggests that the reality of conflict is slow, perpetual and painful rather than the action packed image the reader might expect, once again shocking them and making them feel sorry for the soldiers as their suffering is emphasised, implying that these soldiers already see themselves as dead and presenting conflict as bleak and hopeless.

Unlike Ted Hughes however, Wilfred Owen presents the weather as more dangerous than the actual conflict through the quote "sudden successive flights of bullets streak the silence. Less deadly than the air that shudders black with snow", with the sibilance mimicking the whistling sound of bullets flying while saying that the fear of the conflict is more powerful than actually experiencing the conflict due to the tension and danger. The contrast between "black" and "snow" shows how the conflict has tainted the innocence of the soldiers, with the colour imagery "black" having connotations of danger, death and unhappiness, mirroring the effect of the conflict. Owen uses this quote to suggest that the bullets are less dangerous than the environment and the weather is causing more suffering, unlike in Bayonet Charge where the actual fighting causes the pain.

By carefully depicting the true violence and suffering of war throughout their poems, both poets create a clear moral: the reality of war is far more terrifying than the ideology.

Mock Question

Compare the ways poets present ideas about conflict on the battlefield in ‘Bayonet Charge’ and in **one** other poem from ‘Power and conflict’.

Suddenly he awoke and was running – raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
Bullets smacking the belly out of the air –
He lugged a rifle numb as a smashed arm;
The patriotic tear that had brimmed in his eye
Sweating like molten iron from the centre of his chest, –

In bewilderment then he almost stopped –
In what cold clockwork of the stars and the nations
Was he the hand pointing that second? He was running
Like a man who has jumped up in the dark and runs
Listening between his footfalls for the reason
Of his still running, and his foot hung like
Statuary in mid-stride. Then the shot-slashed furrows

Threw up a yellow hare that rolled like a flame
And crawled in a threshing circle, its mouth wide
Open silent, its eyes standing out.
He plunged past with his bayonet toward the

Mock Question

Compare the ways poets present ideas about inner conflict in ‘War Photographer’ and in **one** other poem from ‘Power and conflict’.

In his dark room he is finally alone
with spools of suffering set out in ordered rows.
The only light is red and softly glows,
as though this were a church and he
a priest preparing to intone a Mass.
Belfast. Beirut. Phnom Penh. All flesh is grass.

He has a job to do. Solutions slop in trays
beneath his hands, which did not tremble then
though seem to now. Rural England. Home again
to ordinary pain which simple weather can dispel,
to fields which don’t explode beneath the feet
of running children in a nightmare heat.

Something is happening. A stranger’s features
faintly start to twist before his eyes,
a half-formed ghost. He remembers the cries
of this man’s wife, how he sought approval
without words to do what someone must
and how the blood stained into foreign dust.

A hundred agonies in black and white
from which his editor will pick out five or six
for Sunday’s supplement. The reader’s
eyeballs prick

Mock Question

Compare the ways poets present ideas about how powerful a memory can be in ‘Poppies’ and in **one** other poem from ‘Power and conflict’.

Three days before Armistice Sunday
and poppies had already been placed
on individual war graves. Before you left,
I pinned one onto your lapel, crimped petals,
spasms of paper red, disrupting a blockade
of yellow bias binding around your blazer.

Sellotape bandaged around my hand,
I rounded up as many white cat hairs
as I could, smoothed down your shirt's
upturned collar, steeled the softening
of my face. I wanted to graze my nose
across the tip of your nose, play at
being Eskimos like we did when
you were little. I resisted the impulse
to run my fingers through the gelled
blackthorns of your hair. All my words
flattened, rolled, turned into felt,

slowly melting. I was brave, as I walked
with you, to the front door, threw
it open, the world overflowing
like a treasure chest. A split second
and you were away, intoxicated.
After you'd gone I went into your bedroom,
released a song bird from its cage.
Later a single dove flew from the pear tree,
and this is where it has led me,
skirting the church yard walls, my stomach busy
making tucks, darts, pleats, hat-less, without
a winter coat or reinforcements of scarf, gloves.

On reaching the top of the hill I traced
the inscriptions on the war memorial,
leaned against it like a wishbone.
The dove pulled freely against the sky,
an ornamental stitch. I listened, hoping to hear
your playground voice catching on the wind.

Mock Question

Compare the ways poets present ideas about how powerful regret can be in ‘Remains’ and in **one** other poem from ‘Power and conflict’.

On another occasion, we got sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.

Well myself and somebody else and somebody else
are all of the same mind,
so all three of us open fire.
Three of a kind all letting fly, and I swear

I see every round as it rips through his life –
I see broad daylight on the other side.
So we’ve hit this looter a dozen times
and he’s there on the ground, sort of inside out,

pain itself, the image of agony.
One of my mates goes by
and tosses his guts back into his body.
Then he’s carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
Then I’m home on leave. But I blink

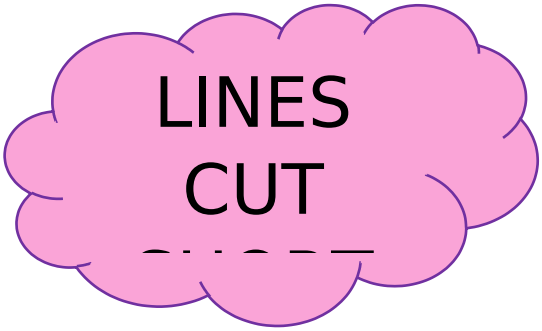
and he bursts again through the doors of the bank.
Sleep, and he’s probably armed, and possibly not.
Dream, and he’s torn apart by a dozen rounds. And the drink and the drugs won’t flush him out –

he’s here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered land
or six-feet-under in desert sand,

but near to the knuckle, here and now,
his bloody life in my bloody hands.

Structure Devices

Next to each device, give a definition and an example if you can.



RHYME

e.g. AABB or ABAB

ENJAMBMENT

CAESURA

IAMBIC PENTAMETER

OZYMANDIAS

Plot Summary:

5 Key Quotes:

Label devices in your quotes!

1.

2.

3.

4.

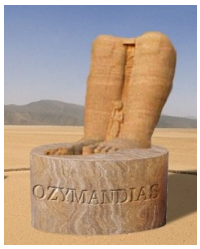
5.

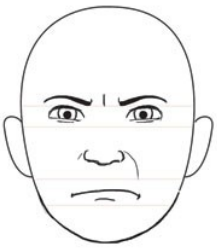
Context:

Hint words:
Leader
Corruption
Slaves
Rameses II
Pharaoh

OZYMANDIAS

Explain these key images:



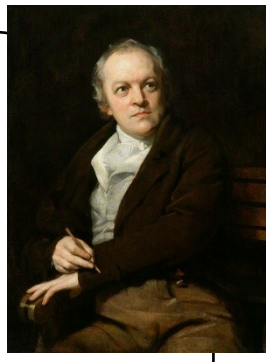


Explain what these structure devices show:

*Sonnet (one stanza)

*Enjambment

*Iambic pentameter



LONDON

Plot Summary:

5 Key Quotes:

Label devices in your quotes!

THE CHALLENGE

1.

2.

3.

4.

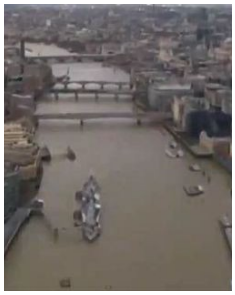
5.

Context:

Hint words:
Misery
Government
Trapped
French
Revolution

LONDON

Explain these key images:

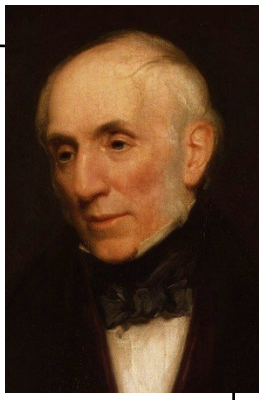


Explain what these structure devices show:

*ABAB rhyme scheme

*7 lines have 7 syllables and 9 lines have 8 (perfect) syllables

*Enjambment



THE PRELUDE

Plot Summary:

5 Key Quotes:

Label devices in your quotes!

THE CHALLENGE

1.

2.

3.

4.

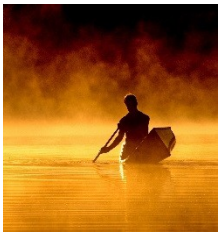
5.

Context:

Hint words:
Dominating
Superior
Powerful
Epic poem
Romantic era

THE PRELUDE

Explain these key images:

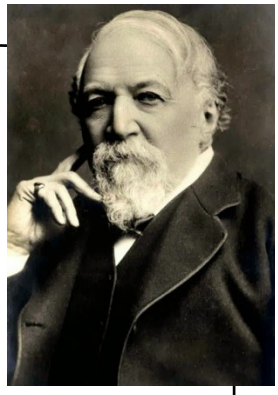


Explain what these structure devices show:

*No rhyme

*Iambic Pentameter

*Enjambment



MY LAST DUCHESS

Plot Summary:

5 Key Quotes:

1.

2.

3.

4.

5.

THE CHALLENGE

Label devices in your quotes!

Context:

Hint words:
Arrogance
Suspicion
Jealousy
Possessiveness
Duke Alfonso

MY LAST DUCHESS

Explain these key images:

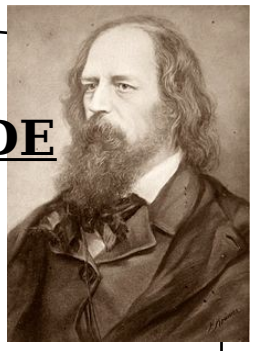
Name

Explain what these structure devices show:

*Dramatic monologue

*Rhyming couplets

*Iambic pentameter



THE CHARGE OF THE LIGHT BRIGADE

Plot Summary:

5 Key Quotes:

THE CHALLENGE

Label devices in your quotes!

1.

2.

3.

4.

5.

Context:

Hint words:
Heroic
Brave
Loyal
Battle of Balaclava
Lord Cardigan

THE CHARGE OF THE LIGHT BRIGADE

Explain these key images:

Explain what these structure devices show:

*Rhythm (dactylic meter)

*Enjambment

*Stanza length/last line cut short

EXPOSURE

Plot Summary:

5 Key Quotes:

THE CHALLENGE

Label devices in your quotes!

1.

2.

3.

4.

5.

Context:

Hint words:
Environment
Tension
Hypothermia
WW1
PTSD

EXPOSURE

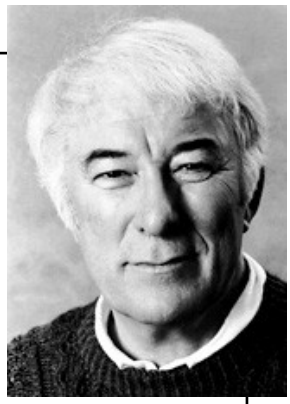
Explain these key images:

Explain what these structure devices show:

*Para or half rhyme

*Lots of caesuras

*Last line is shortened in each stanza



STORM ON THE ISLAND

Plot Summary:

5 Key Quotes:

Label devices in your quotes!

1.

2.

3.

4.

5.

Context:

Hint words:
Mother Nature
Isolation
Northern Island
The Troubles
Violence

STORM ON THE ISLAND

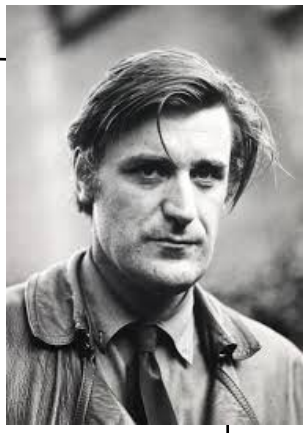
Explain these key images:

Explain what these structure devices show:

*Blank verse (no rhyme but 10 syllables a line)

*Line breaks e.g. full/Blast

*Enjambment



BAYONET CHARGE

Plot Summary:

THE CHALLENGE

5 Key Quotes: Label devices in your quotes!

1.

2.

3.

4.

5.

Context:

Hint words:
Patriotism
Propaganda
Regret
Wilfred Owen
Gallipoli

BAYONET CHARGE

Explain these key images:

Explain what these structure devices show:

*Enjambment

*Free verse (no rhyme or rhythm)

*Three stanzas

REMAINS

Plot Summary:

5 Key Quotes: Label devices in your quotes!

1.

2.

3.

4.

5.

Context:

Hint words:
Regret
Haunted
Traumatised
Interviews with veterans
Channel 4

REMAINS

Explain these key images:

Explain what these structure devices show:

*Separate last two lines

*No rhyme

*Enjambment

POPPIES

Plot Summary:

5 Key Quotes:

Label devices in your quotes!

1.

2.

3.

4.

5.

Context:

Hint words:
Mother/Son
Anxiety
Grief
Innocent
Textiles
Carol Ann Duffy

POPPIES

Explain these key images:

Explain what these structure devices show:

*Enjambment

*Free verse (no rhyme or rhythm)

*19 of the 35 lines have caesuras

WAR PHOTOGRAPHER

Plot Summary:

5 Key Quotes:

1.

2.

3.

4.

5.

Label devices in your quotes!

Context:

Hint words:
Images
Devastation
Desensitised
Friends with war photographer

WAR PHOTOGRAPHER

Explain these key images:

Explain what these structure devices show:

*Cyclical structure

*Each stanza ends in a rhyming couplet

*Several caesuras e.g. ‘Sunday supplement.’

TISSUE

Plot Summary:

5 Key Quotes:

Label devices in your quotes!

1.

2.

3.

4.

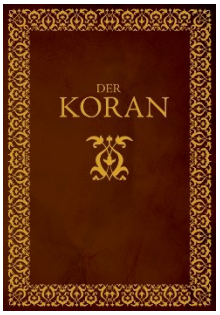
5.

Context:

Hint words:
Paper = life
Fragile
Write your paper
Terrorism
Illness
Floating

TISSUE

Explain these key images:



Explain what these structure devices show:

* Free verse (no rhyme or rhythm)

*Last line on its own

*Enjambment

THE EMIGRÉE

Plot Summary:

5 Key Quotes: Label devices in your quotes!

THE CHALLENGE

1.

2.

3.

4.

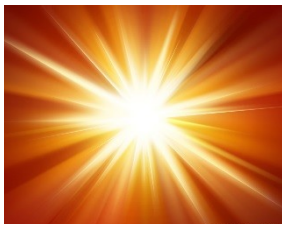
5.

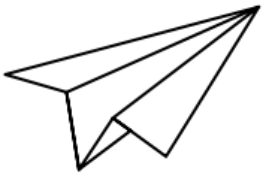
Context:

Hint words:
Fond memory
Home
Dictatorship
Philip Larkin
Rwanda

THE EMIGRÉE

Explain these key images:





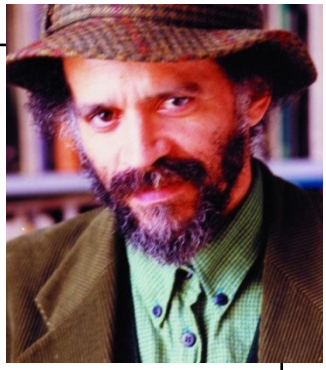
Explain what these structure devices show:

*First person narrative

*Last stanza is 9 lines long, not 8.

*No rhyme

CHECKING OUT ME HISTORY



Plot Summary:

THE CHALLENGE

5 Key Quotes: Label devices in your quotes!

1.

2.

3.

4.

5.

Context:

Hint words:
Identity
Education
Heritage
Nursery
Rhyme
History
Autobiographi

CHECKING OUT ME HISTORY

Explain these key images:

Explain what these structure devices show:

*Lack of punctuation

*Enjambment

*Refrain/rhythm

KAMIKAZE

Plot Summary:

5 Key Quotes: Label devices in your quotes!

1.

2.

3.

4.

5.

Context:

Hint words:
Japanese
Mission
Rejects role
Dishonoured
WWII

KAMIKAZE

Explain these key images:

Explain what these structure devices show:

*Only three long sentences

*Free verse (no rhyme or rhythm)

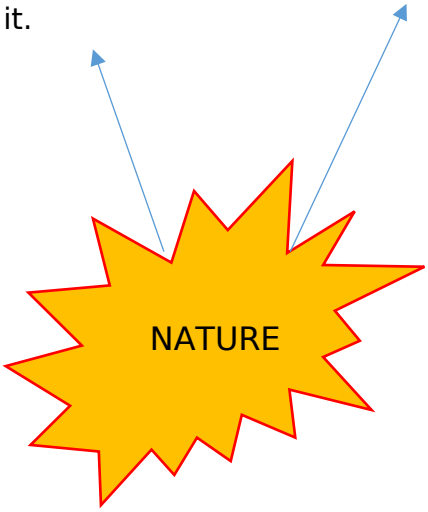
*Enjambment

KEY THEMES

Complete a mind-map of ideas for each of these key themes. This one has been started for you.

Nature can be overwhelming and dominating.

Nature is stronger than humans. We are foolish to think we can control it.



PATRIOTIS
M

CONTRO
L

LOSS OF
POWER

COMPARISON

You must compare the poems in the exam (AO1) so find these key connectives to help you compare and create fluency in your essay.

Q O T A S J Q A F R M G K O Y
W E U I Q G J E T L O K N L R
S I M I L A R L Y Y I T T O T
E R E V O E R O M X H S H E E
R R Q E B I I S O E R O S P Y
O S O Y L L A N O I T I D D A
F A B M F M I T F Q W C U P L
E E O A R T H K R R O S L A T
R R T Z H E N B E E T B P O H
E E H U R H H H E W V K T S O
H H S H R D T T H S I E H W U
T W A O T O P K R R I S W Y G
Y N N W Y U C U R U Z D E O H
D C Z X W U B U T S F I E C H
K D E S P I T E N A Z H K S U

ADDITIONALLY
ALSO
ALTHOUGH
BESIDES
BOTH
BUT
DESPITE
FIRSTLY
FURTHERMORE
HOWEVER
LIKEWISE
MOREOVER
NOR
ONTHEOTHERHAND
OTHERWISE
SIMILARLY
THEREFORE
THUS
WHEREAS
YET

COMPARISON

Fill in three key themes for each poem. Then colour code them e.g. powerful people all coloured in green so you can see where to compare.

Ozymandias			
London			
The Prelude			
My Last Duchess			
Charge of the Light Brigade			
Exposure			
Storm on the Island			
Bayonet Charge			
Remains			
Poppies			
War Photographer			
Tissue			
The Emigrée			
Checking Out Me History			

Kamikaze			

QUICK QUIZZES

What A is the land the traveller goes through? **……** **……** **What use of consonance describes the sneer?** **……** **……** **What T describes the legs?** **……** **……** **Which M is the verb related to the hand?** **……** **……** **Which F is the verb related to the heart?** **……**	**Which C describes the streets and the Thames?** **……** **……** **Which two Ws are in every face he meets?** **……** **……** **Which C is repeated in the second stanza?** **……** **……** **Which M_____ F_____ describes the manacles?** **……** **……** **Which B describes the church?** **……**
What G___ describes the small circles on the lake? **……** **……** **What was far about the mountain? Nothing but…** **……** **……** **Which H is repeated to describe the mountain?** **……** **……** **Which T shows how the mountain seems to grow?** **……** **……** **Which connective word (A) is used**	**Which P describes the Duchess on the wall?** **……** **……** **Which C hides her?** **……** **……** **What D describes the “half flush” along her throat?** **……** **……** **What does the Duke describe her heart as?** **……** **……** **Name one thing that made her happy.** **……**

How far are the soldiers away from their target? **……** **……..** **What metaphor describes the valley?** **……** **……..** **Complete: The soldier knows that someone had B_** **……** **……..** **Which C is repeated to show the threat the soldiers face?** **……** **……..** **Complete the sibilance: S___ at with S___ and S__** **……** **……..** **Which J and M personify the valley in**	**What A describes the way the soldier's brain's feel?** **……** **……..** **What K personifies the wind in the first line?** **……** **……..** **What N____ H____ is used as a refrain?** **……** **……..** **Complete the simile: like T___ A____ of men** **……** **……..** **What M___ A___ does dawn mass in the east?** **……** **……..** **Complete the sibilance: Sudden S___**
What W is a repeated pronoun in the poem? **……** **……..** **Which S describes the houses on the first line?** **……** **……..** **Which two S nouns are <u>not</u> present on the island?** **……** **……..** **Which T describes the chorus?** **……** **……..** **Which P verb describes what the wind does to the house?** **……**	**Which S adverb starts the poem?** **……** **……..** **Which R is repeated to describe the young soldier?** **……** **……..** **Complete the simile: numb as a S___ A___** **……** **……..** **What P__ describes the tear brimming in his eye?** **……** **……..** **Complete the consonance: C___ C___ of stars and nations** **……**

What P___ A___, P____ N____ is repeated in the poem? **……** **……** **Which L is the soldier sent out to “tackle”?** **……** **……** **Which R describes the rounds being fired?** **……** **……** **Finish the line: he’s there on the ground, sort of…** **……** **……** **Which T describes the way the body is handled?** **……**	**This poem is set “three days before” A___ S___** **……** **……** **Which S describes the red paper on his uniform?** **……** **……** **Which B shows the “sellotape” around her hand?** **……** **……** **The mother wants to play at being E_____** **……** **……** **The mother’s words are “turned into F_____”** **……**
Which D is the setting for most of the poem? **……** **……** **What S__ of S__ are “set out in orderly rows”?** **……** **……** **What colour is the only light in the room?** **……** **……** **Complete the biblical reference: “All F___ is G___** **……** **……** **What S “slops in trays” in the second stanza?** **……**	**What P is the main focus of this poem?** **……** **……** **Which K is the religious text used in stanza 2?** **……** **……** **This S is a shade of yellow describing the pages** **……** **……** **The “buildings” in stanza 4 would “fall away on a S____, a S_____ of the W_____”** **……** **……** **Which M has “borderlines” and “mountainfolds”?** **……** **……**

What S is a repeated image in the poem?

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……

Which T is the country sick with?

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……

Fill in the gaps: t_____ rolls its _____

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……

Which H-D describes the child's vocabulary?

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Which simile describes the city lying down?

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Which A do "they" accuse her of?

What D is a colloquial word for "them"?

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What B does Agard describe on his eye?

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……

Which L- verb describes what Toussaint did to Napoleon?

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Which B related to fire is Toussaint?

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Which F___ W___ describes Nanny de Maroon?

……

Which I does the pilot have a head full of?

……

……

When he looks down, what does the pilot see first?

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……

Complete the simile: strung out like B____

……

……

The "shoals of fishes" are described as a huge F___

……

……

Which C did the brothers build out of pebbles?

……